

Childminder report

Inspection date: 26 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder has created a warm, welcoming and nurturing environment in which children thrive. Children separate well from their parents and are keen to get involved in the interesting learning opportunities on offer. The childminder is highly sensitive to children's individual needs, especially when they first start at the setting. Children benefit from thoughtfully planned settling sessions, where key information is shared, and children have the opportunity explore the environment in a relaxed atmosphere. As a result, children are happy, relaxed, and confident in the childminder's home right from the start.

There is lots of laughter and plenty of cuddles at the childminder's house and children clearly enjoy their time there. The childminder is an excellent role model. She is kind and patient and has developed warm relationships with the children, who in turn are kind and patient with each other. This shows that children feel safe and secure.

Children are engrossed as they play with shakers. They quiver in anticipation as the childminder challenges them to play first quietly and then loudly. Children listen intently to the childminder's voice and wait to be told to shake their shaker again. They shriek with laughter as they shake their shaker as hard or fast as they can in response to a signal. This shows that the children are enjoying their learning and that their listening and attention skills are developed well.

What does the early years setting do well and what does it need to do better?

- The childminder has thought carefully about the curriculum intent and overall, has developed the environment well. Indoors, children choose from a range of toys and books. The childminder sensitively develops their play, building on the children's interests. However, the childminder's curriculum for children's learning outdoors is not as fully established. This means that children do not have access to as broad a curriculum outside as they do inside. At times, this means children who learn better in this environment do not always benefit from as full a range of learning experiences.
- Communication and language skills are a key focus. The children enjoy playing in a toy kitchen, pretending to prepare and serve a meal. The childminder takes every opportunity to talk to the children about what they are doing and thinking. She is patient and calm and gives the children plenty of time to think about what they want to say and to reply. This effectively supports the development of children's speech and language skills.
- Children have lots of opportunities to develop their fine motor skills. They look on excitedly as the childminder takes down a big glittery box, which is full of play dough, wooden utensils and pretend jewels. Children concentrate hard as

they roll and squeeze the dough into different shapes. This supports the development of the muscles in their hands in preparation for early writing.

- The childminder has a keen focus on supporting children's independence. On arrival, children are encouraged to take off their own shoes and coats and to put them neatly on a rack. Children recognise when they are thirsty and help themselves to a drink from their water bottle. When children need to wipe their nose they independently take a tissue. They look in a mirror to check that they have wiped it properly, then go to wash their hands. This demonstrates the well embedded routines, which effectively support children to be extremely confident and independent.
- Children learn about their local community through trips and visits to places of interest. They enjoy regular visits to the nearby safari park and a local bird sanctuary. The children have also visited a recycling centre and the library, travelling on trains and buses. This gives children opportunities that they might not otherwise have and enhances children's learning about the world around them.
- Children enjoy taking part in activities in the wider community. They regularly attend a rhyme time group where they sing songs and listen to stories. This gives children the opportunity to socialise with a larger group of children, safe in the knowledge that the childminder is close at hand. This helps to build children's confidence in larger group settings.
- The childminder is passionate about her work and is always looking for ways to develop and improve what she provides for the children. She accesses a range of additional training and enjoys the opportunity to network with other childminders to share good practice and ideas.
- Parent partnerships are highly effective. Parents are highly appreciative of the range of activities their children enjoy, and the high level of care the childminder provides. Parents value the detailed feedback they receive about their children's development, which includes suggestions of ways parents can extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop further the curriculum to extend children's learning in the outdoor environment.

Setting details

Unique reference number	2756944
Local authority	Sefton
Inspection number	10349468
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with a childminding agency between 2019 and 2023 and registered with Ofsted in 2023. She lives in Liverpool and operates all year round from 8am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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